



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

94 Cambell St., Duncan, AZ 85534

### Duncan Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 N/A  
2004-05 Performing  
2003-04 Failing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Mr. Don Smith  
Schedule : 07:15 AM to 03:15 PM  
Grades : K-3  
Web Address : [www.duncan.k12.az.us](http://www.duncan.k12.az.us)  
Phone Number : (928) 359-2054  
Fax Number : (928) 359-1105  
E-mail : [dsmith@duncan.k12.az.us](mailto:dsmith@duncan.k12.az.us)

#### Mission

The mission of Duncan Elementary School is to provide students a secure, positive, learning environment and the knowledge to achieve success; to become productive citizens, who value diversity and life-long learning.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 N/A  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Instruction is planned to provide curriculum continuity and integration of subject matter aligned to the Arizona Academic Standards.
- ü All students will have equal educational opportunities to master the Arizona Academic Standards and increase academic growth in content areas, with emphasis on reading, oral and written communication skills and math.

#### Enrollment

October 1, 2005 School Year Student Enrollment : N/A  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 138

## Instructional Programs

- ü At-risk Preschool--Head Start
- ü Enrichment Experiences
- ü Academic Instructional Interventions
- ü On-Site Special Education

## Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

The school strives to provide a safe, educationally enriched environment for all students. The school communicates with parents by providing report cards, progress reports, calendars of events, activity calendars, and parent/teacher conferences.

### Parents

Parents are the key in the education of their children. By providing support and an appropriate place for their child to do homework, parents can motivate and build the sense of responsibility that each child must have to be a successful learner.

## Transportation Policy

Riding the school bus is a privilege. Students are expected to follow the bus driver's rules in order to keep riding the bus. If they choose not to follow the rules, their bus riding privileges may be lost for up to a semester at a time.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü All Class Reading Project	
ü All School Awards Program at the End of the Year	
ü Cinco de Mayo Program/Yearly	

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	25	80010	--	100	99	--	448	447	--	NA	10	--	24	18	--	60	53	--	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	14	38935	--	100	99	--	456	447	--	NA	9	--	14	19	--	64	55	--	21	17
Male	--	11	40974	--	100	98	--	437	448	--	NA	11	--	36	18	--	55	52	--	9	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	NC	34545	--	NC	99	--	NC	432	--	NC	14	--	NC	24	--	NC	53	--	NC	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	18	35142	--	100	99	--	455	465	--	NA	5	--	17	11	--	61	56	--	22	28
Students with Disabilities	--	NC	10161	--	NC	93	--	NC	419	--	NC	28	--	NC	28	--	NC	36	--	NC	8
Students without Disabilities	--	22	69849	--	100	100	--	450	451	--	NA	7	--	23	17	--	59	56	--	18	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	--	19	40981	--	100	100	--	452	462	--	NA	6	--	16	13	--	68	54	--	16	27

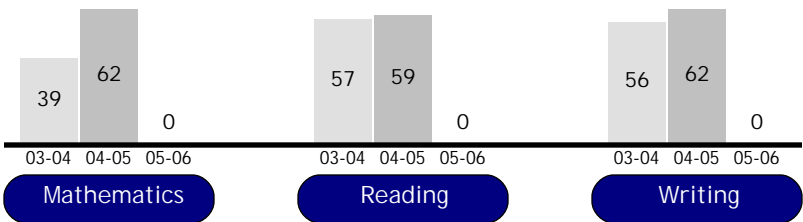
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	25	79438	--	100	98	--	458	451	--	NA	9	--	24	24	--	64	56	--	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	14	38775	--	100	99	--	466	457	--	NA	7	--	14	22	--	71	58	--	14	13
Male	--	11	40560	--	100	97	--	446	446	--	NA	12	--	36	25	--	55	54	--	9	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	NC	34297	--	NC	98	--	NC	434	--	NC	14	--	NC	31	--	NC	50	--	NC	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	18	34887	--	100	98	--	466	471	--	NA	4	--	17	15	--	67	63	--	17	18
Students with Disabilities	--	NC	9588	--	NC	88	--	NC	416	--	NC	30	--	NC	32	--	NC	34	--	NC	5
Students without Disabilities	--	22	69850	--	100	100	--	463	456	--	NA	7	--	18	23	--	68	59	--	14	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	--	19	40753	--	100	99	--	462	467	--	NA	5	--	21	16	--	63	62	--	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	25	79971	--	100	99	--	424	423	--	NA	8	--	56	41	--	40	49	--	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	14	38974	--	100	99	--	428	437	--	NA	5	--	57	33	--	36	57	--	7	4
Male	--	11	40895	--	100	98	--	420	410	--	NA	10	--	55	47	--	45	41	--	NA	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	NC	34481	--	NC	99	--	NC	410	--	NC	10	--	NC	46	--	NC	43	--	NC	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	18	35150	--	100	99	--	437	437	--	NA	5	--	39	35	--	56	56	--	6	5
Students with Disabilities	--	NC	10258	--	NC	94	--	NC	377	--	NC	23	--	NC	51	--	NC	25	--	NC	1
Students without Disabilities	--	22	69713	--	100	100	--	429	429	--	NA	5	--	50	39	--	45	52	--	5	3
Limited English Proficient Students	--	NC	13985	--	NC	97	--	NC	382	--	NC	18	--	NC	54	--	NC	27	--	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	--	19	40977	--	100	100	--	429	437	--	NA	5	--	53	34	--	42	56	--	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	50	NA	58	NA	42	42	47	--	--	41	46
	Language	100	38	38	50	NA	37	37	47	--	--	30	48
	Mathematics	100	53	53	64	NA	50	50	50	--	--	46	52
3	Reading	96	31	NA	55	NA	46	46	44	--	--	63	46
	Language	98	35	35	61	NA	41	41	44	--	--	56	46
	Mathematics	92	36	36	61	NA	41	41	51	--	--	50	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

### School Site Council

#### Council Composition

#### Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	8.00
Other Professional Staff	1.00	Teacher Aide	4.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	0	0	0
10 or more years	0	4	0	0

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	16%

### Resources Available at School Site

#### Special Facilities

- Ü Primary Library and Computer Lab
- Ü Title I Intervention Services

#### Extracurricular Activities

- Ü Cultural Arts Program at EAC (K-3)
- Ü Mini-Learning Workshops
- Ü End-of-School Building Picnic
- Ü Field-Day Activities
- Ü Year End Programs
- Ü Awards Assemblies

#### Social Services

- Ü School Lunch Program
- Ü Counseling Services
- Ü Clothing/Food Banks
- Ü DES/CPS Services

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Pre- and post-reading tests are gauging student/teacher progress. Our intervention programs have improved student's academic achievement.
- ü The students are producing some very interesting material for their efforts. Some of the books published by the students are available in the library.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	NA	95	94	95
Promotion Rate <sup>5</sup>	NA	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We participate in programs that address issues related to drug, tobacco, violence prevention and gang activity. We teach tolerance and conflict resolution to the students. Our district has developed a safety plan in case of an emergency.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Sandra McBiles	(928) 359-2054
Transportation Policy	John Frie	(928) 359-2473
Community Resources	Don Smith	(928) 359-2054
School Nutrition Programs	Marla Lunt	(928) 359-2472
Parent Organization	Don C. Smith	(928) 359-2054
Student Health/Nurse	Marcia Jernigan	(928) 359-2471

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

#### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

#### TITLE I TERMS

##### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

##### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

##### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

##### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

##### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0243 Per page X 25 Copies = \$7.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.